



# BISHOP CREIGHTON ACADEMY

## **Pupil Premium Strategy** **2022 - 23**

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## Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
BISHOP CREIGHTON ACADEMY	
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	V Redhead
Pupil premium lead	V Redhead
Governor / Trustee lead	A Clarke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,955
Recovery premium funding allocation this academic year	£12,636
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,591

## Part A: Pupil premium strategy plan

### Statement of intent

**We will endeavour in 2022 23, to use the pupil premium funding to improve provision, accelerate progress and raise standards of attainment for as many pupils as possible.**

From 1 September 2022 – 31 August 2023, we are forecasting **£114,955** of Pupil Premium funding based £1,345 per primary-aged pupil and an additional **£12,636** recovery premium which we will use for School Led Tutoring.

**Specific objectives for the use of Pupil Premium funding at Bishop Creighton include;**

- End of Key Stage 2: Increase the % of disadvantaged pupils achieving age related standards– rapidly diminish the difference to national
- End of Key Stage 1: Ensure no difference in attainment between disadvantaged pupils and their peers, all groups to be in line with national
- End of EYFS Ensure no difference in attainment between disadvantaged pupils and their peers, all groups to be in line with national
- Year 1 Phonics Screen: Ensure no gaps in attainment between disadvantaged pupils and their peers - all groups to be in line with national
- All year groups: ensure progress and attainment for disadvantaged pupils is in line with peers
- Provide target intervention for vulnerable pupils across the academy who are at risk of falling behind, identified as making slower progress or those who are identified as more able
- Provide targeted intervention and tutoring for pupils in Key Stage Two to ensure they are secondary ready
- Provide additional support to pupils with barriers to learning

As an Academy, although raising standards is our priority, we also subscribe fully to the vision and ethos of “Your Character Counts”; a strategy aimed at developing the Characteristics and Personal Capabilities of GAT Children and Young People”. The aim of the strategy is ultimately to ensure outstanding progress for all pupils, regardless of starting points and disadvantage, through the development of academic rigour, alongside personal capabilities. At the core of the strategy is the development of self-worth and self-belief.

We hold the view that all our pupils have the potential to acquire the essential personal capabilities and positive characteristics to be successful. These are innate but both social disadvantage and low aspiration in the home mean that many of our pupils enter our academy missing the early opportunities to develop these essential attributes.

We also hold the view that from the moment a child enters our academy, we have a responsibility to nurture and develop her/him through both academic rigour and the building of character so that each person can be successful in life, breaking the cycle of disadvantage within our communities. We must ensure that pupils develop, independently, a range of attitudes and characteristics that will define them as positive individuals willing to contribute constructively to society.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupil's basic skills are low on entry - shown by RBA data and in year admissions
2	Attainment at the end of Key Stage 2 remains below national despite upward trend
3	70% of pupils have English as an additional language. There are currently 36 home languages spoken across the academy
4	High levels of mobility
5	Pupils impacted upon by school closures and pandemic
6	Attendance for disadvantaged pupils is below national %, persistent absenteeism for disadvantaged pupils is higher than peers
7	Limited parental support for some disadvantaged pupils. Parental levels of English are limited.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Ensure no difference between disadvantaged pupils and their peers</p> <p>Ensure disadvantaged pupils achieve in line with national/ show rapidly diminishing difference to national in all key performance indicators</p>	<p>Academy data shows no significant difference between disadvantaged pupils and their peers in Reading, Writing Maths, GPS and combined measures</p> <p>GLD – No significant difference between disadvantaged and peers. Difference to national closing.</p> <p>Year 1 Phonics Screen – Disadvantaged in line with national</p> <p>End KS1 &amp; KS2 - No significant differences between disadvantaged and peers. In line with national</p>
<p>Increased levels of basic skills, with a particular focus on accelerated progress in phonics and reading</p>	<p>Accelerated reader (KS2) and Bug Club Phonics programme (KS1) shows disadvantaged pupils making progress in line with/above that of their peers in reading, thus impacting upon other curriculum areas</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Overall attendance rates for disadvantaged pupils in line with peers</p> <p>Attendance for disadvantaged pupils improved on previous year and shows upward trend</p> <p>Number of persistent absentees amongst pupils eligible for Pupil premium reduced</p>
<p>Increased parental engagement</p>	<p>Needs of disadvantaged pupils better understood. Range of strategies in place and proving effective in better engaging parents of disadvantaged pupils.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part Fund access to online personalised learning programmes	Online programmes provide personalised learning	All PP pupils
Additional professional development for all staff on how to best meet the needs of disadvantaged pupils, to include engagement in action research linked to PP pupils by class	The academy believes in the use of research as a powerful tool for professional development. Research will be used as a vehicle to help us better understand the needs of PP pupils to ensure provision is appropriate and effective	All PP pupils All teaching staff
Additional professional development for all staff on how to provide effective feedback	EEF research states that there are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors Link here: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	All PP pupils All teaching staff
Part Fund training costs for Teach First Trainee – fees & mentoring	Recruitment & retention is challenging. Teach First specialise in highest calibre trainees working in disadvantaged schools	2022 23 – 30 pupils
Fund accessed to PiXL programme – provided all class teachers with supporting resources to address gaps in pupils knowledge	PiXL supports academic excellence, providing our teachers with a wealth of classroom strategies and resources and opportunities to collaborate with other teachers, school leaders and specialists at regular conferences to share ideas and support. Use of PiXL therapies show significant impact Link here: <a href="https://www.pixl.org.uk/">https://www.pixl.org.uk/</a>	All PP pupils All teaching staff

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 75,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support - including ops for coaching, teaching + intervention, for Year 5 and 6 delivered by deputy principal	Our most skilled teachers & leaders will provide support in our key year groups. EEF research states that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds	Y5 & Y6 PP pupils identified as INT, at risk of not making EXS standard
Additional intervention teaching in Years 3-5	We know our teachers are best placed to deliver interventions as they understand their pupils needs best. EEF research states that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds	Y3 – 5 PP pupils identified as INT, at risk of not making EXS standard
Additional Learning Assistant hours to deliver targeted interventions across the academy	EEF states teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. This will include the delivery of phonics support to catch up those pupils fallen behind Link here: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	Direct: PP pupils Indirect: All pupils
Deliver School Led Tutoring programme to PP pupil - 60% funding costs	EEF research states that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact Link here: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	Any PP pupils identified at risk of not making their target set for end of the academic year
Deliver School Led Tutoring programme to PP pupil - 40% top up	(see above)	



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ **33,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully fund Summer Camp for PP pupils	This strategy has proven effective in past experience. Ensuring that children do not fall behind during lengthy holidays. Also, provision for any disadvantaged pupil at risk of becoming involved in antisocial behaviour over Summer holidays	All PP pupils
Part Fund Learning Mentor & DSL to support vulnerable and disadvantaged pupils & their families	Pupils with barriers to learning often require individualised programmes of support. Specific programmes matched to need that have previously proven effective	Identified vulnerable PP pupils + families
Part fund trips for PP pupils	Although raising standards is our priority, we also believe that primary education is about care, compassion and exciting learning opportunities. With this in mind, we have also used some pupil premium to support enhancing these areas for children	All PP pupils
Additional YDP Motivational Interventions - Boxercise & DanceFit for targeted PP pupils	Pupils engage well with this provider and sport in general. We believe good physical & mental health is vital for our PP pupils. We are keen to develop the personal capabilities of our PP pupils – self belief/self worth/resilience so that they can be successful in life, breaking the cycle of disadvantage within our communities	Identified PP pupils
Part fund uniform all pupils in EYFS + spare for PP pupils	We believe uniform creates a sense of belonging and pride. No child should be 'disadvantaged' because of home circumstance. EEF states wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline	All PP EYFS pupils Any PP pupil without uniform
Family Hub	We wish to ensure that disadvantaged pupils with barriers to learning are appropriately supported, this includes focused work with families as appropriate. EEF states that Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time	Access for all PP families

	<p>Link here:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Part Fund programme of Character development – to include Aim a little higher, Superhero programme &amp; careers related experiences</p>	<p>Our careers &amp; employability programme developed to broaden pupils horizons and ensure ready for future lives, aim to raise aspirations linked to attainments and open eyes to possible career paths/further education. EEF states that to maximise the effectiveness of aspiration interventions our approach should link to/include a significant academic component and avoids raising aspirations in isolation. We also aim to challenge the generalisations that can sometimes surround aspirations in disadvantaged communities</p> <p>Link here:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>Direct: Year 3-6 PP pupils  Indirect: All Year 3-6 pupils</p>
<p>Miscellaneous support to PP families experiencing difficulty</p>	<p>Our pupils must feel happy, safe and secure if we expect standards to rise. No child should be ‘disadvantaged’ because of home circumstance</p>	<p>Access for all PP families</p>

**Total budgeted cost: £ £127,740**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*This data will be updated following the release of published results for 2021- 2022.*

Following the pandemic, we see an increase in the number of children in receipt of Pupil premium. 2019 published characteristic was 33.2% (Nat 23%). This has risen to 40.6% (July 2022, internal data)

End of Key Stage 2 data shows disadvantaged pupils were outperformed by their peers in Reading and Writing by 20%. Attainment in mathematics and Grammar, punctuation & spelling for disadvantaged pupils was in line with all pupils.

End of Key Stage 1 data shows disadvantaged pupils were outperformed by their peers across all measures by 10-13%.

Phonics Screen

72% of pupils in Year 1 passed the screen. 58% of disadvantaged pupils passed. 9% of pupils in Year 2 passed the phonics retake. 0% of disadvantaged pupils passed.

End of EYFS

GLD (good level of development) declined in 2022. 44% of pupils achieved GLD. 33% of disadvantaged pupils achieved GLD.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Accelerated Reader	<a href="https://www.renlearn.co.uk/accelerated-reader/">https://www.renlearn.co.uk/accelerated-reader/</a>
Bedrock Vocabulary	<a href="https://bedrocklearning.org/">https://bedrocklearning.org/</a>
Times Table Rockstars	<a href="https://trockstars.com/">https://trockstars.com/</a>
PiXL Primary	<a href="https://www.pixl.org.uk/">https://www.pixl.org.uk/</a>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a